

**THE READABILITY LEVEL OF ENGLISH READING TEXTS  
FOR GRADE VIII STUDENTS OF SMP NEGERI 1 JETIS  
BANTUL IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**

Presented as Partial Fulfillment of the Requirements for the Attainment of a  
*Sarjana Pendidikan* Degree in English Education Department



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2014**

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Approved by the supervisor on June, , 2014

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Accepted by the Board of Examiners of the Faculty of the Languages and Arts of  
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## PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Yang membuat pernyataan ini,



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## **DEDICATIONS**

*This thesis is fully dedicated to my beloved  
Mother (Karsiyem) and Father (Sugito).*

## MOTTOS

**And I did not create the jinn and mankind except  
to worship Me.**

*(Surah Adh-Dhariyat: 56)*

**Truly, my prayers and my sacrifice, my life and my death, are  
(all) for Allah SWT, the cherisher of the world.**

*(Surah Al-An'am: 162)*

**So which of the favors of your Lord would you deny?**

*(Surah Ar-Rahman: 13)*

**So verily, with the hardship, there is relief.**

**Verily, with the hardship, there is relief.**

*(Surah Al-Insyirah: 5-6)*

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Yogyakarta, June 2014

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## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>APPROVAL .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b><i>PERNYATAAN</i> .....</b>	<b>iv</b>
<b>DEDICATIONS .....</b>	<b>v</b>
<b>MOTTOS .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF GRAPH.....</b>	<b>xiii</b>
<b>LIST OF FIGURE.....</b>	<b>xiv</b>
<b>ABSTRACT .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problems.....	1
B. Identification of the Problems.....	3
C. Limitation of the Problems .....	5
D. Formulation of the Problems.....	6
E. Research Objectives .....	7
F. Significance of the Study .....	7
<b>CHAPTER II THEORETICAL REVIEW AND RELATED STUDIES</b>	<b>9</b>
A. Theoretical Review .....	9
1. Reading .....	9
a. Definitions of Reading.....	9
b. Factors Affecting Reading .....	11
1) Reader Variables.....	12
2) Text Variables.....	13
2. Reading Materials .....	15
3. Readability .....	17

a. Definitions of Readability .....	17
b. Factors Affecting Readability .....	18
1) Lexical Knowledge .....	19
2) Background Knowledge .....	19
3) Syntactic Appropriateness.....	20
4) Organization .....	20
5) Discourses Phenomenon .....	20
6) Length.....	21
c. Measuring Readability .....	21
1) Judgment .....	21
2) Readability Formulas .....	22
3) Cloze Procedure.....	25
B. Related Studies.....	29
C. Analytical Construct.....	30
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>35</b>
A. Research Design.....	35
B. Population and Sampling Techniques .....	35
C. Research Instruments .....	37
1. Fry Readability Graph.....	37
2. Fog Index.....	37
3. Cloze Readability Test.....	37
a. Practicality.....	37
b. Validity.....	38
c. Reliability.....	39
D. Data Collection.....	40
E. Data Analysis .....	40
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>42</b>
A. Research Findings .....	42
1. Data Description.....	42
2. Descriptive Analysis for Each Text .....	44
a. Text 1: The Sea Eagle.....	44

1) Based on Fog Index (FI).....	44
2) Based on Fry Readability Formula (FRF).....	45
3) Based on Cloze Readability Test.....	47
b. Text 2.....	48
1) Based on Fog Index (FI).....	48
2) Based on Fry Readability Formula (FRF).....	48
3) Based on Cloze Readability Test.....	49
c. Text 3: The Caliph and the Clown.....	50
1) Based on Fog Index (FI).....	50
2) Based on Fry Readability Formula (FRF).....	50
3) Based on Cloze Readability Test.....	51
d. Summary.....	52
1) Based on Fog Index (FI).....	52
2) Based on Fry Readability Formula (FRF).....	53
3) Based on Cloze Readability Test.....	53
B. Discussion .....	54
<b>CHAPTER V CONCLUSION, IMPLICATIONS,</b>	
<b>AND SUGGESTIONS .....</b>	<b>58</b>
A. Conclusions .....	58
B. Implications.....	60
C. Suggestions .....	60
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES.....</b>	<b>64</b>
APPENDIX A: Research Instruments .....	64
APPENDIX B: Validity and Reliability .....	68
APPENDIX C: The Readability Graph.....	73
APPENDIX D: Data Analysis .....	75
APPENDIX E: Student's Answer Sheet and Attendance List.....	79
APPENDIX F: Letter of Consents .....	88

## LIST OF TABLES

Table 1. Bourmouth's Reading Level .....	28
Table 2. Dubay's Reading Level.....	29
Table 3. Value of Reliability Coefficient.....	39
Table 4. Categorization Formula .....	41
Table 5. The Descriptive Analysis of the Result of the Cloze Test .....	43
Table 6. Score classification of the students' score on the cloze readability test .....	43
Table 7. The descriptive analysis of the cloze test from Text 1.....	47
Table 8. The descriptive analysis of the cloze test from Text 2.....	49
Table 9. The descriptive analysis of the cloze test from Text 3.....	51
Table 10. The summary Grade Levels of the Three Texts Based on Fog Index (Gunning Fog).....	52
Table 11. The summary Grade Levels of the Three Texts Based on FRF..	47

## **LIST OF GRAPH**

Graph 1. Fry Readability Graph.....	24
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## **LIST OF FIGURE**

Figure 1. Analytical Construct.....	34
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**By  
Nuraini Indah Budiarti**

**ABSTRACT**

This study focuses on the readability level of English reading texts for grade VIII students of SMP N 1 Jetis, Bantul in the academic year of 2014/2015. This study attempts to find out whether the English reading texts are appropriate or not in terms of the readability level for the target students.

This study is categorized as descriptive quantitative research. The object of the study was three reading texts from an English textbook entitled *English in Focus for Grade VIII* with various length and genres as the source of the data tested to 147 students as the research sample. Fry Readability Formula (FRF) and Fog Index (FI) were used to analyze the data from the textbook. A cloze test was also used to collect the data from the research sample. The data from the cloze test were analyzed by descriptive quantitative method.

The results of the study show that the average readability level of the texts is at level 7 based on FI and 6 based on FRF. The result of the cloze test shows the average of the percentage of the mean score is 58.48% which belongs to the independent reading level. Based on the findings, it can be concluded that the texts are appropriate and readable for the target students.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

English is a commonly used language among foreign language speakers. Many countries use English as their national language. People usually speak English when they want to interact with other people with different nationalities. Having good ability in English will give people more opportunity to contact other people all over the world and to travel more easily.

English is also an important language in our country after our national language, *Bahasa Indonesia*. The government has made a regulation that English must be taught in school. It has been taught to Indonesian students since elementary school or even kindergarten.

There are four skills to be acquired when someone learning a new language including English. They are listening, speaking, reading, and writing. Each skill is important and cannot be left out when learning a language. However, different learners will have different priority in which one should be mastered the most. It also depends on the needs of the language learners.

Reading has become a very important skill for people in this modern era. It has been known that many books, articles, journals, and manuals are published in English. If someone wants to read books and articles without waiting for translated versions in their native language for a long time, they



have to be able to read them in English. It takes times to translate them and when they are translated, the knowledge will not be so new anymore. People also need a good reading comprehension if they want to access information from some websites in the Internet. Many websites use English as their basic language. It helps people a lot to access up-to-date information if they know English. In a nutshell, if someone wants to have up-to-date information from all over the world, they have to be able to acquire a good reading skill in English.

The reading skill is also very crucial for students. They need to be able to have a good reading skill to support their learning process in school. If they have a good reading skill in English, it is easier for them to find many resources for their studies through books or articles using English. They can find much useful information in the Internet. Mostly, the information in the Internet is written in English.

Although reading seems an easy activity to do, there are not many students enjoying this activity. They rarely read books or articles in their spare time. It is not a strange phenomenon to see many students rarely go to libraries. They do not like reading newspapers or even novels printed in English. Students often get a hold of English reading texts only from textbooks. However, sometimes they have less enthusiasm in reading materials that they learn in the textbooks. Because of this lack of practice, they have poor reading skill.

Good reading materials serve as an important basic input for students to improve their reading skill. Textbooks are the most used source that provide many reading texts for students to learn and they readily available. It cannot be denied that many teachers in Indonesia use materials for their students mostly from textbooks. For this reason, a textbook that is suitable for the level of the students is needed to serve as a basis in their learning process. Suitable reading materials from textbooks can encourage students to learn English more effectively.

Most students have the same reasons why they are reluctant to read English reading texts. They feel that those reading texts are difficult to understand because many difficult words can be found there. They also argue that those texts are too long and too boring too read. These two problems are actually related to readability level.

## **B. Identification of the Problems**

There are some factors affecting a process of teaching reading in the classroom. They are teachers, methods, students, environment, and reading materials.

Firstly, the affecting factor is a teacher. Teachers have a significant role in a classroom. They have the control to the learning process in class. They have the authority to choose the methods and the reading materials. They can also manage a good or bad environment in the learning process.

The second factor is the methods. In the process of teaching reading, methods selected by the teachers can also affect the success of the learning. There are some methods that can be used in teaching reading. Some of the methods are Spelling method, Alphabet (ABC) method, Synthetic Phonics method, Orbis Method, the Sentence method, the Story Method, Choral Reading method, Paired Reading method, Porpe method, and many more.

The third factor is students. Students are the subject of the learning. Some of them come from different backgrounds, believes, and cultures. These differences can affect their attitude in the process of teaching reading. These can also affect their backround knowledge and motivation in the learning process.

The fourth factor is environment. A good and comfortable classroom environment can also play an important role in contributing the development of the reading skill. Teachers who can create an interesting classroom environment can encourage the students to learn more. They will not get bored and feel pressured if they feel at ease with the environment.

The fifth and the last factor that can affect the development of reading skill in the process of teaching reading is reading materials. Most teachers get reading materials from textbooks. A lack of reading materials and unsuitable ones can influence the result of the teaching reading process. The right selection of reading materials can give a significant contribution towards the development of reading skill.

There are some aspects to take into consideration when deciding to choose the right reading materials for students. Students usually like materials which have a familiar theme. They assume the familiarity will make the vocabulary easy to understand and the sentences easy to read. However, this does not always give a good contribution to learning. Students need to learn many new vocabulary items and different sentence patterns. It is necessary to give the students new theme and unfamiliar ones sometimes to broaden their knowledge.

Some other things that students usually see from the reading materials are the length and the difficulty level of the vocabulary. They will feel intimidated if they think that the materials are too difficult for them. They will also feel too bored to read the materials if they think that the materials are too easy for them. It is very important to find the right materials for the students' proficiency level. The suitable reading materials for students' proficiency level is related to readability level of the English reading materials.

### **C. Limitation of the Problems**

Based on the identification of the problem above, there are many factors that influence the teaching reading process in the classroom. It is hard to investigate the factors one by one. Therefore this study limits the problem only to the materials related to the readability level of the English reading texts.

The reading texts under study are the English reading texts from a textbook used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015. It is important to analyze the readability level of the English reading texts used by the students. Suitable English reading texts for students level can help them improve their reading comprehension.

This topic is chosen because there are not many studies that deal with the readability level of English reading texts done by others. SMP Negri 1 Jetis, Bantul is chosen as the reasearch setting because there is no study about the same matter in the school before.

#### **D. Formulation of the Problems**

Based on the limitation of the problem above, the study can be formulated as follows:

1. What is the readability level of the English reading texts used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015 according to Fog Index (FI)?
2. What is the readability level of the English reading texts used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015 according to Fry Readability Formula (FRF)?
3. What is the readability level of the English reading texts used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015 according on cloze readability test?

### **E. Research Objectives**

Based on the formulation of the problem above, the objectives of this research are:

1. to describe the readability level of the English reading texts used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015 according to FI.
2. to describe the readability level of the English reading texts used by the grade VIII students of SMP Negri 1 Jetis, Bantul in the academic year of 2014/2015 according to FRF, and
3. to describe the readability level of the English reading used by the grade VIII students of SMP Negri 1 Jetis Bantul in the academic year of 2014/2015 according on cloze readability test.

### **F. Research Significances**

After conducting this research, the researcher expects that some of benefits of the research are hopefully aimed for:

#### **1. Scientific Significances**

The result of the study will enrich and strengthen the knowledge of the theories on readability of English reading texts in the teaching of reading comprehension.

## 2. Practical Significances

### a. For Teachers

The result of the study can give a new perspective for the English teachers in using, selecting, adapting, or designing reading text materials that are suitable for the students' level.

### b. For the Writers of Textbooks

The result of the study can give them consideration on how to make good materials for reading that are appropriate for the target students.

### c. For Other Researchers

The research findings will inspire other researchers to conduct studies in similar fields.

## **CHAPTER II**

### **THEORETICAL REVIEW AND RELATED STUDIES**

#### **A. Theoretical Review**

This study is intended to give more exploration of reading, especially about matters that are related to readability level. This chapter will discuss the definition of reading, factors affecting reading, reading materials, the definition of readability, factors affecting readability, and how to measure readability level. The described underlying theories are not written as hypotheses, but as stepping stones to understand the concept used in this research.

#### **1. Reading**

Reading is not only pronouncing words or reading sentences silently or loudly. People often confuse reading process as a whole with word identification. To understand the real concept of reading, it is better to know the concept of reading according to linguists.

##### **a. Definitions of Reading**

Reading is a process of constructing meaning (Caldwell, 2008). Knowing the correct pronunciation of words is important but the reader will not be able to comprehend what they read without a proper understanding of the meaning.



There is a distinction between reading as a process and a product. The definition of reading as a process is seen as a proper reading. Proper reading defines reading as an interaction between a reader and the text (Alderson, 2001). This interaction is not as simple as it seems. Many things happen when the process of reading is taking place. The reader will relate many things when they are reading a text. This process can vary among different readers and different texts. The process of reading is usually silent, internal and private.

Readers take a great role in comprehending the text. They are the ones that construct the meaning. They are not only doing reading for the sake of saying the words. They will do many things such as attaching the meaning from the words or sentences, creating visual images or becoming emotionally involved with the characters, or even predicting what will happen next.

Further definition, reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge (Lems, Miller, and Soro, 2010). The readers need to acquire bottom-up skills and top-down skills. They need both skills to allow them to be able to decode connected text and to construct meaning from the text.

There is a very clear distinction between bottom-up processing and top-down processing. According to Harmer (2001), in top-down processing the reader gets a general view of the reading by absorbing the overall picture and in bottom-up processing the reader understands the text by stringing detailed elements together to build up as a whole.

It is important to the reader to master both bottom-up skill and top-down skill. Bottom-up and top down skills can complete each other when the reader is reading a text. Sometimes, it is detailed elements that help a reader to understand the text as a whole but sometimes, it is the general overview that helps the reader to process the details. Combining these two skills can help the reader to understand what they read to the better.

There is one thing that experts agree about reading. Literacy theorists, researchers, and educators have the same opinion that reading is viewed as an active process and offer comparable definitions of reading comprehension (Caskey, 2008). There is general agreement that reading entails interaction between the reader, the text, and a context specific activity.

To summarize, reading is an active process that involved a reader and a text in order to construct meaning. It is up to the reader on how to interpret the text based on their knowledge, perspective, imagination, value, believe, and culture.

#### **b. Factors Affecting Reading**

There are two main general factors in reading that are typically investigated. They are the reader and the text. The reader is the one who are doing the activity of reading while the text is the materials that the reader read. The factors affecting reading then simply divided as reader variables and text variables (Alderson, 2001).

### **1) Reader Variables**

The first factor within the reader that affect reading is the reader's background knowledge. This aspect does not only influence the process of reading but also the result of this process, their understanding of the text. Their background knowledge gives them an expectation about what will they read by reading the title of the text only. The theory that explains about what the reader knows will affect what they understand is called schema theory.

The schemata theory proposes that the text itself does not carry a meaning. Brown (2001: 299) states that “the reader brings information, knowledge, emotion, experience, culture--that is, schemata (plural)—to the printed word.” The text itself does not carry a meaning before the reader gives their understanding based on their knowledge that they have.

Schemata can be divided in two categories: formal schemata and content schemata. Formal schemata includes knowledge of language and linguistic conventions. It also covers about the knowledge on how texts are organised and particular features of different texts genre. It is often said that formal schemata is related to people knowledge about discourse structure. Quite different from formal schemata, content schemata means knowledge of the world, including things that matter to the text.

Readers maybe have a relevant knowledge to understand the text. However, it means nothing if they don't have the skill to process the information. What distinguished good readers from poor ones are possibly their general cognitive ability rather than the existence of relevant schemata.

Reader purpose in reading will also affect their way to read the text. Different purpose from the readers will make them paying attention to different aspects. A reader who are intersted about the general idea of the text will give less attention about the detailed information. On the other hand, a reader who reads the text to get complete information will give attention to every detail stated in the text. These different attitude of the readers will affect to the result of their reading.

The other aspect that cannot be left out from readers is their motivation. Poor readers usually have low motivation on reading. Lack motivation will make them rarely practice reading so they will not have a chance to improve their reading ability. Second language readers usually have less motivation to read texts in their target language.

Other aspects within the readers that also affect reading is their personality. Different personality will have different level of anxiety. Many researchers also suggest that sex, occupation, intelligence, social class, and so on can be factors that affect reading. However, there is still need a deeper studies to uncover these factors.

## **2) Text Variables**

Since reading is an interaction between the reader and the text, other than the reader, the text itself plays a significant part in the process. Sadoski (2004: 75) states that the text, or he prefers to call it the print, is a prominence aspect here because that is where the message encode. Sadoski (2004: 75) believes that the text is like a portal that the reader must pass.

Just as an important as the background knowledge of the reader, so does the content of the text. The content of the text can affect the reader on how to process the information. People will assume that an abstract text will be harder to understand than the concrete one. The more imaginable, concrete, and real the things in the text, the more readable the text for the readers. The reader will also have more understanding if the content is familiar with things around them. For common people, the everyday topics are easier to process than those that are not.

Futhermore, the content of the text will also associate with the genre of the text. Descriptive texts is more likely to be easier to process than expository texts. This also occurs to narrative texts. Students will probably understand a narrative text better than an explanatory one. It is better to choose the content and the genre of text based on the interest of the students. However, it is not always necessary. The higher the level of them, the more complicated text types and contents that they can handle.

One thing that cannot be left out from a text is linguistic variables. It is also an important factor that affect reading. For a second language reader, linguistic variables can be such difficult matters to deal with. Things such as syntactic, lexical, vocabulary, et cetera can be difficult for the second language reader. The unfamiliarity of the language maybe the cause of this problem.

Since reading is related to human visualisation, it is also important to consider typography features and the medium where the text is presented.

The first thing people will see from the text is how the text appear before them. The appearance and the medium of the text can influence the reader whether they will read it or not. Things such as features of print, font, and lay out can be important in causing reading ease or difficulty.

### **c. Reading Materials**

Teacher has an important role in determining a certain material to read by the students. Ehlers-Zavala (2008: 80) believes that the teacher has to be able to select appropriate reading materials for students so that they can success academically. It is necessary for the teacher to chose a wide variety of reading materials, at different levels, for multiple purposes for the students to improve their reading comprehension. Students who had been exposed to more diverse types of reading materials had higher reading achievement than students who had more limited exposure to different types of texts (Salinger and Campbell, 2002). The right selection of reading materials by the teacher can improve students' motivation in reading a text.

There are some criteria in determining whether the reading materials are good or not. Crandall in Rohim (2009: 15-16) propose general guidelines to develop good reading materials:

1. Encourage appropriate use of both top-down and bottom –up strategies.
2. Offer opportunities for developing speed/fluency as well as deliberateness/accuracy.
3. Include different text types, rhetorical genres, and topics.
4. Incorporate different types of reading task with different purposes (reading to learn, reading to do, reading to evaluate, reading for enjoyment).
5. Offer sufficient interaction with a topic or text to develop content and related vocabulary knowledge.

6. Encourage students to examine their own reading strategies and try out different strategies for dealing with different types of text or for reading for different purposes.
7. Introduce students to different types of direction encountered in texts and tests.
8. Assist in identifying and building culturally variable information needed for text interpretation, while treating positively the students' primary language and culture.

Since reading materials are used for students, it is important to see them from their point of view. Most students usually are picky readers. They choose what they want to read. It is necessary for the teacher to choose a reading material which is interesting and can be used to improve their motivation to read. Hoffman and McCarthy in Westwood (2001) criticizes that bad materials can cause a detrimental effect to students' fluency, interest and motivation. Unfortunately, the kind of reading materials that these students want to read may be hard to find or even nonexistent in schools. It depends on the teacher how to solve it by finding good reading materials that arouse their interest.

Although considering students interest is important, the teacher should also be wise in considering what students need. According to Renandya and Jacobs (2008: 297), it is important to consider the variety of topic and genre of the reading materials and the material level should be within the students level of comprehension. Students should be exposed to different types of material so that they become familiar with the variety of genres and accustomed to read for different purposes in different ways. Students might want to read only certain materials but the teacher should be able to ensure them the importance of reading various kind of materials.

It has been stated above that the reading material level should be within the students level of comprehension. However, it is okay to use a material that are near to their current level of comprehension. The reading material can be one level lower or higher from their current proficiency level (Renandya and Jacobs, 2002). At first, it is better for them to read the easier material rather than the challenging one. Then the teacher can increase the difficulty of the level step by step.

## **2. Readability**

The research on readability has been done for more than eighty years in many languages. Readability is assumed as a simple concept yet it can be very broad. To know what readability is and matters related to it, it is better to study what experts say about this matter.

### **a. Definitions of Readability**

There are some definitions of readability proposed by linguists. Richards and Schmidt (2002: 442) define readability as how easily written materials can be read and understood. Dubay (2004: 3) defines it as what makes some texts easier to read than others. Basically, readability is concerned on how difficult the text is perceived by the reader. It has nothing to do with legibility or literacy. It is often confused with legibility, which concerns with typeface and layout.

It is so common in the study of readability that the degree of difficulty lays completely in the text. However, Pikulski (2002) in his articles states



that it might not be the case. He believes that individual factors of the reader take a great role in determining the readability of the text.

According to Klare (1963), readability is concerned with the problem of matching between a reader and a text. It is a matter of choosing a right reading text for a certain reader. Accomplished readers usually will feel bored if they are given easy texts below their reading level. On the other hand, poor readers will feel discourage when they have to read texts that too difficult for them.

The readability level of a text gives impact on reading fluency. If the text is beyond the level of the readers, they became frustated and feel discourage to read the text. Westwood (2001: 64) believes that the readers should at least understand 97% of words on the page so that they can easily understand the text.

Based on the definition above, it can be concluded that readability is the degree of difficulty or ease of a text can be understood by the readers. It deals with how easily a text conveys its intended meaning to the reader of that text.

#### **b. Factors Affecting Readability**

When considering readability, it is important to consider the complexity of the text. Readability of a text can be influenced by many factors. Gray and Lary in Pikulski (2001) list 288 factors that influence how easy or how difficult text might be to read. It will be hard to measure precisely these factors in reality.

Richards and Schmidt (2002: 442) assert readability is influenced by some factors including: (a) the average length of sentences in a passage, (b) the number of new words a passage contains, and (c) the grammatical complexity of the language used. A bit different from Richard and Schmidt, Johnson (1998) does not only states factors from within the text that influence readability of a text. Other than the complexity of words and sentences, Johnson asserts that readability also can be influenced by the interest and motivation of the reader and the legibility of the prints.

Day (1994) proposes in his article six factors which are more detail and can cover both texts' variables and readers' variables. These six factors affecting readability proposed by Day are lexical knowledge, background knowledge, syntactic appropriateness, organization, discourse phenomenon, and length. Those factors further will be explained below.

### **1) Lexical knowledge**

Lexical knowledge is important for readers to process all the information that is known about words and the relationships among them. A passage that contains familiar words must be easier to understand than the one that contains unfamiliar words. As the number of unknown lexical items in the text increases, the more difficult it is for readers to read it with comprehension.

### **2) Background knowledge**

Readers' background knowledge has an important role in comprehending a passage. The more reader knows about a particular topic,

the more they can understand a passage related to that topic quickly and accurately. For a teacher, it is better to give a reading text with familiar topics to their students to help them to understand the text better.

### **3) Syntactic appropriateness**

Syntactic constructions in a text can also affect its readability. If a text contains grammatical constructions that the learners do not know, they might have a hard time to comprehend the text. Simple grammatical constructions can help students to understand a text accurately.

### **4) Organization**

Organization refers to the rhetorical organization of the text and the clarity of the organization. A passage that is not well organized might present problems for students. Students that recognize the organization of the passage will have a little difficulty to understand the passage than they who do not.

### **5) Discourse phenomenon**

Discourses include the arrangement of topics and comments in a reading passage and considerations of cohesiveness and coherence. The teacher should be able to know whether the students will be able to handle the presentation of ideas and arguments in the passage, whether the cohesion markers and transition devices are within the linguistic competence of the learners, and whether they can follow the line of reasoning utilized by the writer of the passage. If these factors within the students competence, a passage can be used a reading material.

## **6) Length**

The teacher should be able to determine the appropriate length of the passage for their students. It takes more times to finish a long text. If a student does not success finishing the text in a given time, it will prolong the lesson. A long text also make the students feel bored and frustated when reading it.

### **c. Measuring Readability**

Readability of a certain material has different level for different readers. Some approaches can be used to determine the readability level of a text. Ambrusser and Gunning in Ulusoy (2003) divides the major readability approaches as quantitative approaches, qualitative approaches, and combined quantitative/qualitative assessments.

According to Alderson (2001: 72), the readability of materials can be measured by three approaches. They are expert judgement, cloze procedure, and readability formulae. Furthermore, those three factors will be explained below.

#### **1) Judgment**

Experts in certain field knows their field the best. Based on this assumption, it is claimed that they will be able to judging and select materials that suitable for the intended readers. For this instance, Pikulski (2001) believes that teachers and librarians are good judges of readability.

However, the assumption above may not be reliable and trustworthy. Judgment is such a subjective matter and may vary from one person to

another. It is possible to get different results if a text is judged by different evaluators. The difference of the result will make the readability of the text is questionable.

## **2) Readability Formulas**

Readability formulas are procedures used to measure readability (Richards and Schmidt, 2002). Since it is dealt with measuring something, the readability formula is mathematical in nature. This formula can be used to predict the difficulty level of texts.

Ulusoy (2006) states that readability formulas only give a rough estimate of text readability. There are more than two hundreds readability formulas developed by linguists. However, most of them are no longer in use.

Dubay (2004) describes five readability formulas commonly used nowadays. They are Gunning Fog readability test or Fog Index (FI), Fry Readability Formula (FRF), Flesch-Kincaid Formula, The Dale and Chall original formula, and Mc Laughlin SMOG formula. These formulas have some things in common. They estimate syntactic complexity and lexical density from texts. There are other readability formulas such as New Fog Count, Forcast, Raygor Estimate Graph, et cetera. However, these formulas are not really popular and rarely being used.

Those five readability formulas described by Dubay have different characteristics and guidelines in using them to predict the readability of a text. The first formula is Gunning Fog readability test. Robert Gunning is known as the first person introducing this formula in 1952. The formula is

called Fog Index (FI). This formula become popular at first because it is easy to use. This formula only uses two variables, average sentence length (ASL) and the number of words with more than two syllables for each 100 words. The formula can be formulated as follows:

$$\text{grade level} = .4 (\text{average sentence length} + \text{hard words})$$

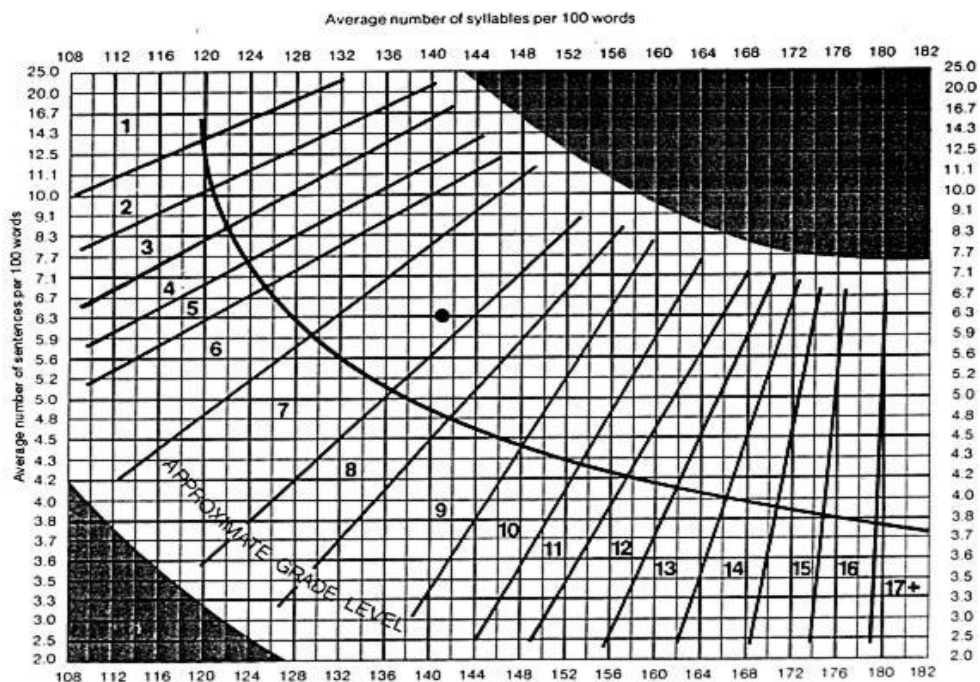
where:

hard words = number of words of more than two syllables.

The second formula is called Fry Readability Formula (FRF). It is introduced by Edward Fry in 1977. FRF is one of the most popular readability formula that use a graph. It involves the calculation of the length of the sentences and the number of the syllables. Fry in Dubay (2004: 44-45) describes the direction to use the formula.

1. Select samples of 100 words.
2. Find y (vertical), the average number of sentences per 100-word passage (calculating to the nearest tenth).
3. Find x (horizontal), the average number of syllables per 100-word sample.
4. The zone where the two coordinates meet shows the grade score.

The following is the Fry Readability Graph that was introduced by Edward Fry in 1977.



**Graph 1. The Fry Readability Graph as amended in 1977 with the extension into the primary and college grades. Scores that appear in the dark areas are invalid.**

The third is Flesh Reading Ease formula. It is introduced by Flesh in 1948. This formula is also called Flesch-Kincaid Grade Level Readability Test. Flesch-Kincaid Grade Level Readability Formula is built in the MS-Word application. However, MS-Word doesn't score above grade 12 and any grade above 12 will be reported as grade 12.

The fourth is the Dale-Chall Original formula. This formula was developed by Edgar Dale. The original Dale-Chall formula was developed for adults and children above the 4th grade. They designed it to correct some lackings in the Flesch Reading Ease formula.

The fifth is Mc Laughlin SMOG formula. The formula is published by G. Harry Mc Laughlin in 1969. He believes that the word length and sentence

length should be multiplied rather than added. By counting the number of words of more than two syllables (polysyllable count) in 30 sentences, he provides this simple formula:

$$\text{SMOG grading} = 3 + \text{square root of polysyllable count.}$$

McLaughlin uses a 100 percent correct-score criterion. As a result, his formula generally predicts scores at least two grades higher than the Dale-Chall formula.

In this reasearch, the researcher decided to use Gunning FOG readability formula or usually called Fog index (FI) and Fry Readability Formula (FRF) because they are easy to use. According to Ulusoy (2006), FRF is not complex and the most popular readability formulas for teachers to evaluate middle school and junior/senior high school texts. While Dubay (2004) believes that Fog index is popular and also easy to use. The calculation of both formulas are very easy so teachers can use them manually.

### **3) Cloze Procedure**

Cloze test or cloze procedure is defined as a technique for measuring reading comprehension as well as overall language proficiency (Richards and Schmidt, 2002). Cloze technique is firstly developed by Taylor in 1953. Many studies has proven that there is a high correlation between the result of readability as measured by formulae and readability measured by cloze test. Cloze test promotes more accurate readability since it measures the readability of the text by readers' involvement in processing the text (Alderson, 2001).



Harrison and Salinger (2002: 15) state that a cloze procedure is a number of text deletion activities. In a cloze procedure, readers are given a passage that has blanks in places of some of the words deleted from the passage. Then the readers are asked to fill in the blanks with the words matched according to the passage. Based on the result of the test then the text can be analysed and classified whether the text is at independent, instructional, or frustration level for the readers. The level will give impact whether the text is appropriate or not for the intended readers.

Oller in Kurniawan (2008: 25) gives the guidelines on how to construct a cloze test.

- a) Selecting materials for the task  
If a book is divided into chapters, it might make sense to take at least one sample from each chapter.
- b) Deciding on deletion procedure  
Some researchers left a certain amount of one or more un-mutilated sentences at the end of the text.
- c) Administering the test  
If the test is gauged appropriately in difficulty, it is usually possible for the slowest student to have ample time to attempt every item of a 50 item cloze test within a 50 minutes class period.
- d) Scoring procedures

There are two common ways to create the blanks in the text. The first is called rational deletion, where words are deleted on the basis of some rational decision. The second is called fixed ratio deletion or nth word deletion, where every nth word is deleted. For example, every fifth word may be deleted.

A Cloze test can be modified for a certain purpose. According to Brown (2004: 195), a better contextualized format is to offer a modified cloze

test adjusted to fit the objectives being assessed. It is also possible if the cloze test can be arranged into a multiple-choice format (Brown, 2004). It indicates that some variations on standard cloze test can be used even it involves providing the some choices of key answers.

After the test is administered, then the researcher does the scoring procedures. There are two types of scoring procedures. The first one is exact word method. In this scoring procedure, the words filled in the blanks have to be the same exact words as from the original text. The second procedure is known as acceptable word method. Here, the test taker can fill in the blanks with the appropriate words or acceptable words according to the context. It is not necessary to fill in the blanks the same exact words based on the original text.

After the score of the cloze test is given, the researcher can analyse the result further. From the result can be seen whether the text is at independent, instructional, or frustration level for the students. Leslie and Caldwell (2011: 22-23) explain the definition of independent, instructional, and frustration level for students as below.

a) Independent level

This is the level at which students can read successfully by themselves. At this level, students does not need anyone to assist them. This level can be identified as an easy level for students. They should be able to give at least 90% correct answers from the questions related to the passage within this level.

b) Instructional level

At this level, students need help from the teacher to comprehend a passage. They will face more challenging passage in this level. This level can be identified as a moderate level. The students were expected to give at least 70% correct answers from the questions related to the passage within this level.

c) Frustration level

This level is defined as a difficult level for students. They will have a hard time to understand the passage in this level. The students will not be able to give more than 70% correct answers from the questions related to the passage within this level. The teachers should avoid materials at this level.

From the explanation above, among those three levels, the independent level is considered as the most appropriate level for students. At this level, the reading materials can help the students to improve their reading comprehension. Below is the table of the reading level according to Bourmuth (Kurniawan, 2008: 26):

**Table 1. Bourmouth's Reading Level**

<b>Reading Level</b>	<b>Percentage of Exact Replacement</b>
<b>Independent Reading Level</b>	<b>Above 57%</b>
<b>Instructional Reading Level</b>	<b>44% - 57%</b>
<b>Frustration Reading Level</b>	<b>Below 44%</b>

Other than Bourmouth, Dubay (2004) also suggests his own believe of the categorization of reading level based on the purpose of the reading. Dubay categorization of reading level can be seen in the table below.

**Table 2. Dubay's Reading Level**

<b>Purpose (Reading Level)</b>	<b>Cloze Test % Score</b>
<b>Unassisted reading (Independent level)</b>	<b>50-60%</b>
<b>Assisted reading (Instructional level)</b>	<b>35-50%</b>
<b>Frustration level</b>	<b>Below 35%</b>

Those two tables give different percentage score from the same level in each reading level. This research use the categorization by Dubay because it needs a lower percentage score than the categorization by Bourmouth. Since English is a second language Acquisition (SLA) for the students in this study, the result of the test is expected to be low so Dubay's categorization seems to be more appropriate.

## **B. Related Studies**

There are several studies about analysis of readability level of English reading texts. The first study was conducted by Octaviani (2006). She studied the readability of English reading texts used by the grade VI students of SD N Tambakrejo 1, Bojonegoro. The result of the study indicated that three reading texts in "Happy with English" and four reading texts in "Grow with

English” textbooks are appropriate for the grade VI students of SD N Tambakrejo 1. The study also concluded that the textbooks has readable and suitable reading materials for students of this grade.

The second study was done by Dwijayanti (2007). She studied the readability level of short stories in a magazine to use as reading materials. The result of the study indicated that some stories are within the intended readers’ level and some are not. She concluded that it is better to use the materials after modifying them based on the learners’ ability.

The third study is conducted by Kurniawan (2008). He studied the English worksheet for elementary school. The result of the study indicated that a good match between English textbooks and the intended readers will improve communication and learning to bring a maximum result of teaching and learning process.

Those three studies above are relevant to this study because all of them investigate the readability level of reading materials intended for students. The difference of those three studies from this study are the subject of the study and the methods used to measure the readability level of the reading materials.

### **C. Analytical Construct**

There are four basic skills that a language learner needs to master: listening, speaking, reading, and writing. For students, reading can be very important to master the most. It is easier for them to get sources of learning from written texts.

Reading is an active process that involved a reader and a text in order to construct meaning. It is up to the reader on how to interpret the text based on their knowledge, perspective, imagination, value, believe, culture, et cetera.

Many students do not really enjoy reading activity in the classroom. It is very important to arouse their interest in the teaching reading process inside the classroom because most of the students get a hold of English reading texts only when they are inside the classroom. It is the best chance for them to enhance their reading skill.

There are some factors affecting teaching reading process in a classroom. They are teachers, methods, students, environment, and reading materials. These factors can give a great influence toward the succes of the learning. These factors can also be the reasons why the students do not achieve the result of the learning as expected. It is important to interrogate why the students are reluctant to read inside the classroom. One of the reasons why they are reluctant to read could be because the reading materials are not suitable for them. The right selection of reading materials can give a significant contribution towards the development of reading skill. If the

teacher cannot give good materials, it will influence the students achievement in reading comprehension.

One thing that teachers must consider when they present their students with a reading passage is the readability of that reading passage. Reading texts that have the right readability level for students can help them in the teaching reading process and the wrong selection can discourage them to learn the materials.

Readability is the degree of difficulty or ease of a text can be understood by the readers. It deals with how easily a text conveys its intended meaning to a reader of that text. Readability can be measured with three approaches. They are expert judgement, readability formulae, and cloze procedure.

Measuring readability level by expert judgement cannot be guaranteed will give an excellent result. Judgement is such a subjective matter so it is difficult to measure something based on judgement. It may also vary from one person to another. It is possible to get different results if a text is judged by different evaluators.

Rather than expert judgement, readability formulas and cloze readability test give more valid result of readability level of texts. Readability formulas are procedures used to measure readability of a text. Although it is only a rough estimation of readability, the result is more objective since they are developed based on researches and mathematical formulas. There are so many readability formulas but only five of them are popular. They are

Gunning Fog readability test, Fry Readability graph, Flesch-Kincaid formula, The Dale and Chall original formula, and Mc Laughlin SMOG formula. From those five formulas, Fry Readability graph and SMOG formula are considered as the formulas that are easy to use. They are more simple and popular among the other formulas.

Cloze procedure is a testing technique that can be used to measure language proficiency as well as reading comprehension. In this case, it can also be used to measure the readability level of passages. Cloze procedure promotes more valid result than readability formulas because it also take into consideration of both factors affecting readability of a passage, readers and texts.

After all the explanation above, it becomes clear what the study is about. The analytical construct of this study can be seen in Figure 1.



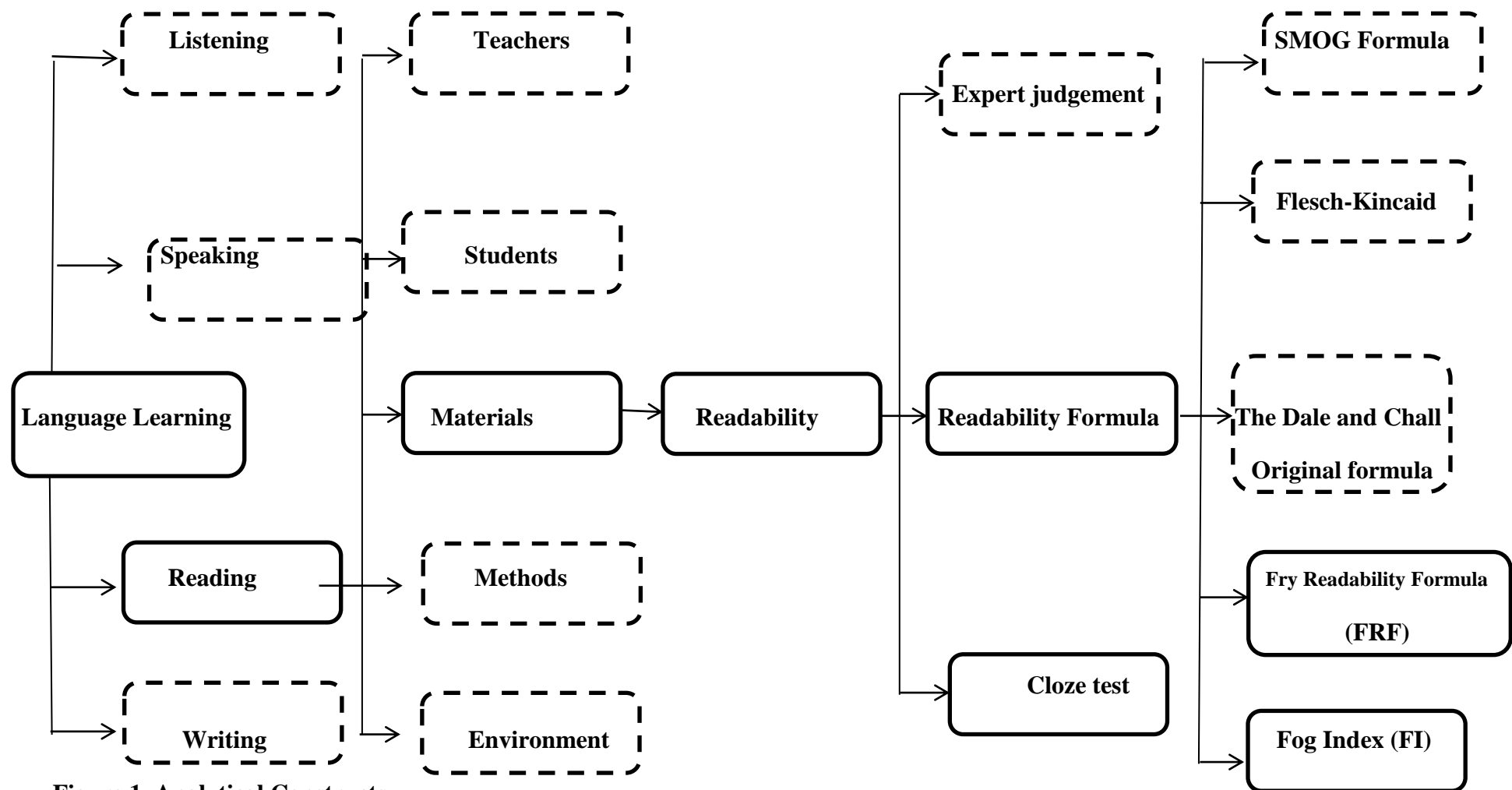


Figure 1. Analytical Constructs

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Reasearch Design**

This research is categorized as descriptive quantitative research. Quantitative research is the research that relies primarily on the collection of quantitative data (Johnson and Christensen, 2006). Quantitative data take the form of numbers. Quantitative data can be produced by a variety of research methods such as questionnaires, interviews, observation, documents, etc.

This research tried to describe the readability level of English reading texts by two approaches. First is by readability formulas, in this case are only by Fry Readability Formula (FRF) and Fog Index (FI). Second is by cloze procedure.

#### **B. Population and Sampling Techniques**

According to Arikunto (2010), a research population is all subjects of the research. Sugiyono (2010) gives more detailed description of research population. Population is the entire research subject/object that has certain characteristics and quality given by the researcher to study then to make a conclusion (Sugiyono, 2010). Since research population can be very large, it is necessary to draw a sample. It is necessary because the researcher need to narrow the number of the research objects down.

There were two populations in this study. The first population was the grade VIII students from SMP N 1 Jetis, Bantul in the academic year of 2014/2015. The choice of the school was based on the consideration that this school met the requirement of the research and there were no similar research about readability that was conducted in this school before. The total number of the grade VIII students are 178 students divided into 6 classes. The total number of the population above is considered big. From the population, to draw the sample randomly, Krejcie and Morgan table can be used. Based on the table of Krejcie and Morgan in Cohen, Manion, and Morrison (2007: 94) the sample are 123 students. However, the sample used in this study were all of grade VIII students except students from VIII F class. The students of VIII F class was taken for the try out of the instrument. Then the number of the students used as sample is 147 students from VIII A, VIII B, VIII C, VIII D, and VIII E classes.

The second population was the texts from an English textbook used by the grade VIII students of SMP N 1 Jetis Bantul in the academic year of 2014/2015. The texts were taken from an English textbook entitled English in Focus. There are six chapters in the textbook. Each chapter consists of three to six reading texts or reading passages from different genres. Then the sample form the second population were three reading texts randomly chosen from the initial, middle, and end parts of the textbook.

## **C. Research Instruments**

Research instruments are devices for obtaining information relevant to the research project. There are three research instruments used in this study. These three instruments will be explained as follows.

### **1. Fry Readability Formula (FRF)**

Fry Readability Graph is used to determine the readability level of the texts based on the average numbers of sentences and syllables. This formula is used because it is considered simple and have easy directions to analyze. The complete graph and direction can be seen in appendix as enclosed in this thesis.

### **2. Fog Index (FI)**

FOG index is used to determine the readability level of the texts based on the average number of sentences and hard words. This formula is used because it is simple and it can measure the readability text as general.

### **3. Cloze Readability Test**

To know whether the test used in the research is good or not, it has to be based on three criteria: practicality, validity, and, reliability (Brown: 2001). The used these three chrteria in testing the cloze test instrument will be explained further below.

#### **a. Practicality**

The practicality of a test is based on the consideration of financial limitation, time constraints, ease of administration, and scoring and interpretation. This cloze test is considered to meet the requirement of the

practicality. The cloze test was not expensive because it only needed three pieces of paper for every student. The test also did not take a long time. The duration of the test was sixty minutes in every class. The scoring method is also simple; every correct answer will be given 1 and 0 for the incorrect one.

**b. Validity**

The validity applied in this test is content, construct and item validity. The first is content validity. Content validity means the tests are developed based on the materials given to the grade VIII students of SMP N 1 Jetis Bantul. For the grade VIII students, the materials or genre of texts are descriptive, recount, and narrative. Therefore, the instrument consists of those three text types.

The second is construct validity. Richards and Schmidt (2002: 112) state construct validity is a type of validity that is based on the extent to which the items in a test reflect the essential aspects of the theory on which the test is based. The word construct refers to any underlying ability which is hypothesized in a theory of language ability. The instruments were fit with the underlying theories because according to some experts cloze test is suitable to test readability of texts.

The last is item validity. To know the empirical validity of the test items, Point Biserial Correlation formula was employed. According to Tucker (2007), the Point Biserial Correlation quantifies the relationship between a student's score (correct or incorrect) and the overall assessment score. This formula was used to find out the correlation between each single item of test

and the test as a whole. There were 30 items in the instrument try out. After the test for instrument try out is administered, there were 27 valid items from the cloze test.

**c. Reliability**

Reliability has often been defined as consistency of measurement. A reliable test will be consistent across different characteristics of the testing situation. A test is not reliable if it cannot measure consistently. The reliability of the instrument of this particular study is measured by using Kuder-Richardson 20 formula (KR-20). Tucker (2007) states that KR-20 can be used to measure how well an exam measures a subject (a single cognitive factor) and the Coefficient Alpha best measures surveys or attitude data. The following table is used to interpret the reliability according to Arikunto (2006: 276).

**Table 3. Value of Reliability Coefficient**

<b>Reliability Coefficient</b>	<b>Interpretation</b>
<b>0.81-1.00</b>	<b>Very high</b>
<b>0.61-0.80</b>	<b>High</b>
<b>0.41-0.60</b>	<b>Average</b>
<b>0.21-0.40</b>	<b>Low</b>
<b>0.00-0.20</b>	<b>Very low</b>

The result of the calculation for cloze tests by using K-R 20 formula was 0.93. Therefore, according to the table above, the instruments have a very high reliability.

#### **D. Data Collection**

The data needed in this research were the data from analysing the reading passages by FRG, the data from FI, and the data from cloze test administered for the grade VIII students of SMP N 1 Jetis, Bantul in the academic year 2014/2015. The data were in the form of documents taken from the grade VIII students of junior high school textbook entitled *English in Focus*.

The first and the second data are collected by analysing the texts then calculated them by FRF and FI. The third data are collected by giving a test. The test was conducted in one meeting for 60 minutes for every class. The implementation of the test was conducted from 14th– 19th July 2014. There are 147 students took part in the implementaion of the research from VIII A, VIII B, VIII C, VIII D, and VIII E.

#### **E. Data Analysis**

The data in this research were analyzed using the descriptive quantitative analysis. The researcher described the data based on the result of analysing data by FRF and FI.

The data from the cloze test had statistical descriptions. The statistics used in the research are mean, the average score attained by the subjects of the research and standard deviation (SD), the average variability of all the scores around the mean.

Besides the statistical description, the data were described into categorization in order to know the students' position and the percentage of each level. Nurgiantoro (2001) has ideal mean to divide data into some categories, which is 60% of the maximum score is the mean (X), and then 25% of the mean is the Standard Deviation (SD). After that, the mean (X) and the SD was used in the following formula.

**Table 4. Categorization Formula**

<b>Formula</b>	<b>Category</b>
<b><math>X + 1.5 (SD) - X + 3 (SD)</math></b>	<b>Very high</b>
<b><math>X + 0.5 (SD) - X + 1.5 (SD)</math></b>	<b>High</b>
<b><math>X - 0.5 (SD) - X + 0.5 (SD)</math></b>	<b>Average</b>
<b><math>X - 1.5 (SD) - X - 0.5 (SD)</math></b>	<b>Low</b>
<b><math>X - 3 (SD) - X - 1.5 (SD)</math></b>	<b>Very low</b>



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This research aims at describing the result of the readability level of English reading texts tested by using Fry Readability Formula (FRF), Fog Index (FI), and cloze readability test for testing the grade VIII students of SMP N 1 Jetis, Bantul. The data in this research came from analysing the texts from the English textbook used by the students and the scores of the readability test administered using cloze tests. The research findings are described based on each text and the texts in general.

##### **1. Data Description**

The data description is the result of the readability test by a cloze test administered for the students. There were 27 items in the cloze readability test. A correct answer was valued as 1 and an incorrect one was valued as 0. Therefore, the highest possible score from the test is 27 and the lowest is 0. According to Nurgiantoro (2001), the ideal mean is 60% from the highest possible score and the ideal standard deviation (SD) is 25% from the ideal mean. Then the ideal mean from the cloze test is 16.2 and the ideal SD is 4.05. The descriptive analysis of the result of the cloze test is presented in the following table.

**Table 5. The descriptive analysis of the result of the cloze test**

<b>Mean</b>	<b>SD</b>	<b>Median</b>	<b>Mode</b>	<b>The highest score</b>	<b>The lowest score</b>	<b>Range</b>	<b>Items</b>
<b>15.79</b>	<b>5.06</b>	<b>15</b>	<b>14</b>	<b>26</b>	<b>6</b>	<b>20</b>	<b>27</b>

From the data computation using SPSS, it was found that the mean is 15.79, the SD is 5.06, and the median is 15. The highest score that the students got is 26 and the lowest is 6. Therefore, the score range between the highest score and the lowest score is 20. The most frequent score or mode from the test is 14. For further statistical descriptions about the result of the cloze test can be seen on Appendix D.

Other than statistical description, the result of the data from the cloze test is also described based on the categorization of the students' achievement. The categorization is used in order to describe the students' score category and the percentage of the category. The description of the categorization based on the students' achievement is presented in the following table.

**Table 6. Score classification of the students' score on the cloze readability test**

<b>Score interval</b>	<b>Number of students</b>	<b>Percentage</b>	<b>Cumulative</b>	<b>Category</b>
<b>22.28-28.35</b>	<b>19</b>	<b>12.93%</b>	<b>12.93%</b>	<b>Very high</b>
<b>18.23-22.28</b>	<b>28</b>	<b>19.04%</b>	<b>31.97%</b>	<b>High</b>
<b>14.16-18.23</b>	<b>33</b>	<b>22.45%</b>	<b>54.42%</b>	<b>Average</b>
<b>10.16-14.16</b>	<b>43</b>	<b>29.25%</b>	<b>83.67%</b>	<b>Low</b>
<b>4.05-10.16</b>	<b>24</b>	<b>16.33%</b>	<b>100%</b>	<b>Very low</b>

Based on the table above, it can be seen that there are 19 students (12.93%) who belong to the very high category and 28 students (19.04%) who belong to the high category. There are 33 students (22.45%) who belong to the average category. The other 43 students (29.25%) belong to the low category and 24 students (16.33%) belong to the very low category.

From the table above, the mean of the students' scores of cloze readability test which is 15.79 lies between 14.16 and 18.2. This means that the result lies in the average category. Therefore, it can be concluded that 54.42% of the students' score on the cloze readability test is in the average category or above. This means that the students consider that the texts are not very difficult but also not easy. The texts are readable enough for them. The students can achieve the average category when a cloze readability test is applied in testing the readability of the English reading texts from *English in Focus* textbook.

## **2. Descriptive Analysis for Each Text**

### **a. Text 1: The Sea Eagle**

#### **1) Based on FOG Index (FI)**

Fog Index (FI), also known as Gunning Fog is a readability formula which has simple directions to use. It is popular to use for analysing texts in magazines, newspapers, and journals. To find out the grade level by FI, the average numbers of words per sentence should be added with the percentage of hard words, then the result is multiplied by 0.4. The hard words are taken

by counting the words consisting of three syllables or more, with the exception of proper names, compound words, and verb forms made up by three syllables or more because of morphology process. The result of the calculation shows the grade level of the text based on FI formula. The ideal grade level based on this formula is 7 or 8. Anything above grade level 12 is too hard for most people to read.

After analysing text 1 entitled *The Sea Eagle* using FI formula, it was found that there are 10 sentences and 142 words. Then the average sentence length (ASL) is calculated as 14.2 words. The percentage of the hard words (PHW) is 2.82% based on the finding of 4 hard words from the overall 142 words in the text 1. Those hard words from text 1 are *yellowish*, *recognize*, *flexible*, and *animals*. Then the grade level of the text can be found by adding the ASL and PHW, then multiplying the result by 0.4. The calculation of text 1 can be seen below.

$$\text{Grade level(Gd)} = (\text{ASL} + \text{PHW}) \times 0.4$$

$$\text{Gd text 1} = (14.2 + 2.82) \times 0.4$$

$$\text{Gd text 1} = 6.8$$

From the calculation above, the result of the readability level in text 1 using FI is 6.8.

## **2) Based on Fry Readability Formula (FRF)**

FRF is one of many readability formulas that are easy and simple to use. It measures the readability level of a text based on the length of the sentences and the number of the syllables. The formula needs 100 words as

the sample to analyze its readability level. To understand the example of calculation using FRF, take a look at the text below.

There was an eagle nesting on the tree top near my grandparent's house in Pangandaran. (1) (22) It was a sea eagle. (2) (28)

The color of its feathers is light brown. (3) (38) It has a strong and sharp yellowish beak. (4) (48) Its claws are very sharp. (5) (54) It hunts for fish in the sea but sometimes it hunts chickens and small birds. (6) (71)

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong and streamlined, sharp beak and a stream-line body. (7) (113)

Its forelimbs (or arms) serve as wings. (8) (121) This means that they are of little use for.... (8 9/12) (130) (*English in Focus* for Grade VIII, 2008: 16).

The text above is the first 100 words taken from text 1 consisting of 142 words. The underlined numbers are the numbers of the sentences and the numbers in bold are the numbers of the syllables.

After analysing text 1, the researcher found there are eight complete sentences and one incomplete sentence. Then the words taken from text 1 are calculated as  $8 \frac{9}{12}$  or 8.75 sentences in decimal. Based on the calculation of the syllables in text 1, there are 130 syllables after the analysis. The result of the number of the sentences and the syllables then is placed on the graph to analyze. Based on the graph, the meeting point of the number of the sentences and the syllables falls in the area grade level 5. This means that text 1 has the readability level of grade level 5 (see Appendix C).

### 3) Based on Cloze Readability Test

A cloze test can be used to measure the readability of texts. In the first text, there are 142 words and the genre is descriptive. There are nine items in the test so the highest possible score is 9 and the lowest is 0. Then the ideal mean is 5.4 and the ideal SD is 1.35. The descriptive analysis of the result of the cloze test from Text 1 is presented in the following table.

**Table 7. The descriptive analysis of the cloze test from Text 1**

Mean	SD	Median	Mode	The highest score	The lowest score	Range	Items
5.32	2.06	5	4	9	2	7	9

Based on the result of the analysis on the table above, it was found that the mean score of text 1 is 5.32 and the SD is 2.06. Then the most frequent score or mode is 4 and the median is 5. From the table above, the highest score is 9 and the lowest score is 2. Then the percentage of the mean score of cloze readability test for text 1 can be formulated as below.

$$\begin{aligned}
 \text{CRs1 (\%)} &= M/k \times 100\% & *M &= \text{mean from the test} \\
 &= 5.32/9 \times 100\% & *k &= \text{number of items} \\
 &= 59.11\%
 \end{aligned}$$

The mean score from the calculation is 59.11%. According to Dubay's table (2004), the percentage of mean score of the students on the cloze readability test in text 1 is between 50% and 60%. It means that text 1 can be categorized at independent level for students. It can be concluded that the text

is easy and can be read and comprehend by the students independently without any assistance.

## **b. Text 2**

### **1) Based on FOG Index (FI)**

After analysing text 2 FI formula, the researcher found that there are 18 sentences and 212 words. Then the average sentence length (ASL) is calculated as 11.78 words. The percentage of the hard words (PHW) is 3.8 % based on the finding of 8 hard words from the overall 212 words in text 2.. Those hard words from text 2 are *Saturday, suddenly, traditional, exactly, agency, holiday, happily, and family*. Then the grade level of the text can be found by adding the ASL and PHW, then multiplying the result by 0.4. The calculation of text 2 can be seen below.

$$\text{Grade level(Gd)} = (\text{ASL} + \text{PHW}) \times 0.4$$

$$\text{Gd text 1} = (11.78 + 3.8) \times 0.4$$

$$\text{Gd text 1} = 6.23$$

From the calculation above, the result of the readability level in text 2 using FI is 6.22.

### **2) Based on Fry Readability Formula (FRF)**

After analysing text 2, the researcher found there are nine complete sentences and one incomplete sentence. Then the words taken from text 1 are calculated as 9.25 sentences based on FRF of sentences. Based on the calculation of the syllables in text 2, there are 133 syllables after the analysis. The result of the number of the sentences and the syllables then is placed on

the graph to analyze. Based on the graph, the meeting point of the number of the sentences and the syllables falls in the area grade level 5. This means that text 2 has the readability level of grade level 5 (see Appendix C).

### 3) Based on Cloze Readability Test

In text 2, there are 212 words and the genre is report. There are nine items in the test so the highest possible score is 9 and the lowest is 0. Then the ideal mean is 5.4 and the ideal SD is 1.35. The descriptive analysis of the result of the cloze test from text 2 is presented in the following table.

**Table 8. The descriptive analysis of the cloze test from Text 2**

Mean	SD	Median	Mode	The highest score	The lowest score	Range	Items
5.05	1.76	5	5	9	1	8	9

Based on the result of the analysis on the table above, it was found that the mean score of text 1 is 5.05 and the SD is 1.76. Then the most frequent score or mode is 5 and the median is also 5. From the table above, the highest score is 9 and the lowest score is 1. Then the percentage of mean score of cloze readability test for text 2 can be formulated as below.

$$\begin{aligned}
 \text{CRs2 (\%)} &= M/k \times 100\% & *M &= \text{mean from the test} \\
 &= 5.05/9 \times 100\% & *k &= \text{number of items} \\
 &= 56.11\%
 \end{aligned}$$

The mean score from the calculation is 56.11%. According to Dubay's table, the percentage of mean score of the students on the cloze readability test in text 2 is between 50% and 60%. It means that text 2 can be categorized



at independent level for students. It can be concluded that the text is easy and can be read and comprehend by the students independently without any assistance.

### **c. Text 3: The Caliph and the Clown**

#### **1) Based on FOG Index (FI)**

After analysing text 3 entitled *The Caliph and the Clown* using FI formula, the researcher found that there are 15 sentences and 208 words. Then the average sentence length (ASL) is calculated as 13.87 words. The percentage of the hard words (PHW) is 3.4 % based on the finding of 7 hard words from the overall 208 words in text 2. The hard words from text 3 *are intelligent, astonished, majesty, intention, continued, irritated, and certainly.* Then the grade level of the text can be found by adding the ASL and PHW, then multiplying the result by 0.4. The calculation of text 2 can be seen below.

$$\text{Grade level(Gd)} = (\text{ASL} + \text{PHW}) \times 0.4$$

$$\text{Gd text 1} = (13.87 + 3.4) \times 0.4$$

$$\text{Gd text 1} = 6.9$$

From the calculation above, the result of the readability level in text 3 using FI is 6.9.

#### **2) Based on Fry Readability Formula (FRF)**

After analysing text 3, the researcher found there are six complete sentences and one incomplete sentence. Then the words taken from text 1 are calculated as 6.6 sentences based on FRF of sentences. Based on the

calculation of the syllables in text 3, there are 140 syllables after the analysis. The result of the number of the sentences and the syllables then is placed on the graph to analyze. Based on the graph, the meeting point of the number of the sentences and the syllables falls in the area grade level 7. This means that text 3 has the readability level of grade level 7 (see Appendix C).

### 3) Based on Cloze Readability Test

In text 3, there are 208 words and the genre is narrative. There are nine items in the test so the highest possible score is 9 and the lowest is 0. Then the ideal mean is 5.4 and the ideal SD is 1.35. The descriptive analysis of the result of the cloze test from Text 3 is presented in the following table.

**Table 9. The descriptive analysis of the cloze test from Text 3**

Mean	SD	Median	Mode	The highest score	The lowest score	Range	Items
5.39	2.02	5	4	9	1	8	9

Based on the result of the analysis on the table above, it was found that the mean score of Text 1 is 5.39 and the SD is 2.02. Then the most frequent score or mode is 4 and the median is 5. From the table above, the highest score is 9 and the lowest score is 1. Then the percentage of mean score of cloze readability test for text 3 can be formulated as below.

$$\begin{aligned}
 \text{CRs3 (\%)} &= M/k \times 100\% & *M &= \text{mean from the test} \\
 &= 5.39/9 \times 100\% & *k &= \text{number of items} \\
 &= 59.89\%
 \end{aligned}$$

The mean score from the calculation is 59.89%. According to Dubay's table, the percentage of mean score of the students on the cloze readability test above is between 50% and 60%. It means that text 3 can be categorized at independent level for students. It can be concluded that the text is easy and can be read and comprehend by the students independently without any assistance.

#### **d. Summary**

##### **1) Based on FOG Index (FI)**

The results of the readability level analysis by FI from the three texts show different grade levels. From the analysis, text 1 shows grade level 7, text 2 shows grade level 6, and text 3 shows grade level 7. Then the average level of those three texts is 7. Table 10 below shows the overall grade level of the three texts and the mean grade level of those texts according to FI.

**Table 10. The Summary of Grade Levels of the Three Texts Based on Fog Index (Gunning Fog)**

	<b>Sentences</b>	<b>Words</b>	<b>Average Sentence Length (ASL)</b>	<b>Hard words</b>	<b>Percent Hard Words (PHW)</b>	<b>Calculation Result</b>	<b>Grade Level</b>
<b>Text 1</b>	<b>10</b>	<b>142</b>	<b>14.2</b>	<b>4</b>	<b>2.82 %</b>	<b>6.8</b>	<b>7</b>
<b>Text 2</b>	<b>18</b>	<b>212</b>	<b>11.78</b>	<b>8</b>	<b>3.28 %</b>	<b>6.23</b>	<b>6</b>
<b>Text 3</b>	<b>15</b>	<b>208</b>	<b>13.87</b>	<b>7</b>	<b>3.4 %</b>	<b>6.9</b>	<b>7</b>
<b>Total</b>	<b>43</b>	<b>562</b>	<b>39.85</b>	<b>19</b>	<b>9.5 %</b>		
<b>Average</b>	<b>14.33</b>	<b>187.33</b>	<b>13.28</b>	<b>6.33</b>	<b>3.17 %</b>	<b>6.6</b>	<b>7</b>

## 2) Based on Fry Readability Formula (FRF)

The results of the readability level analysis by FRF of the three texts show different grade level. From the analysis, text 1 shows grade level 5, text 2 shows grade level 5, and text 3 shows grade level 7. Then the average level of those three texts is 6. The meeting point of the average sentences and syllables falls in the area grade level 6. Table 11 below shows the overall grade level of the three texts and the mean grade level of those texts and also proven by the calculation from the FRF (see Appendix C).

**Table 11. The Summary of Grade Levels of the Three Texts Based on FRF**

	<b>Number of Sentences</b>	<b>Number of Syllables</b>	<b>Level</b>
<b>Text 1</b>	<b>8.75</b>	<b>130</b>	<b>5</b>
<b>Text 2</b>	<b>9.25</b>	<b>133</b>	<b>5</b>
<b>Text 3</b>	<b>6.6</b>	<b>140</b>	<b>7</b>
<b>Total</b>	<b>24.6</b>	<b>403</b>	
<b>Average</b>	<b>8.2</b>	<b>134</b>	<b>6</b>

## 3) Based on Cloze Readability Test

The percentage of the mean scores of cloze readability tests for each text show various results. The percentage of the mean score from text 1 is 59.11% which belongs to the independent level. The percentage of the mean score from text 2 is 56.11% which belongs to the independent level. Meanwhile, the percentage of the mean score from text 3 is 59.89% which

belongs to the independent level. Then the average percentage of the mean score from all the three texts is 58.37% which belongs to independent level. On the other hand, the whole percentage of the mean scores from the cloze readability test can be formulated as below.

$$\begin{aligned} \text{CRs (\%)} &= M/k \times 100\% & *M &= \text{mean from the test} \\ &= 15.79/27 \times 100\% & *k &= \text{number of items} \\ &= 58.48\% \end{aligned}$$

The result of the whole percentage of mean score of the formulation above is 58.48% which belongs to independent level. The result is almost similar to the calculation based on the average result of each text.

## **B. Discussion**

The reading materials in extensive reading should be near or even below the students' current level (Jacobs and Renandya, 2002). It differs from intensive reading where the materials should be above the students' linguistic level. In extensive reading, the students are expected to read large quantities of books and other materials by themselves to nurture their reading habit.

According to Jacob and Renandya (2002: 297), the level of reading materials that the students should read in second language acquisition (SLA) jargon is at an  $i + 1$ ,  $i$ , or  $i - 1$  level, with "i" being their current proficiency level. For the students who have minimal exposure to contextualized language and who lack confidence in their reading, even  $i - 2$  material may be appropriate.

The subject of this study is grade VIII students of junior high school. Based on the theory above, the students of grade VIII will require a text with a reading level of 7, 8, or 9 if they want to comprehend a text independently. It is still appropriate even the text with a reading level of 6 for grade VIII students of junior high school. It can be concluded that the ideal level of the reading text for the grade VIII students is 6, 7, 8, or 9.

The result of the analysis of the readability level from the three texts by FI in this study shows the average grade level of the representative texts from the textbook is at grade level 7. This result gives an indication that the average level of the three representative texts is still in the scope of ideal level of reading materials for grade VIII students of junior high school which is 6, 7, 8, or 9. It indicates that the texts observed in this study are at the range of students' level of readability. It can be concluded that based on FI, the texts are appropriate and readable for the students.

A bit different from the result by FI, the result of the analysis by FRF shows the average grade level 6 from the three representative texts. The result is one level lower if it is compared to the result by FI. This result is not surprising or uncommon. According to Dubay (2004), FI tends to give a higher result than other formulas such as FRF. However, the difference in results does not give a significant indication in the result of the analysis. Since the result of the FRF is at grade level 6, which is still in the scope of the ideal level of reading materials for grade VIII students. It can be concluded

that based on FRF, the texts are also appropriate and readable for the students.

Furthermore, the results of the analysis based on FI and FRF are strengthened by the result of the cloze readability test. According to Dubay (2004), even advanced readers cannot correctly complete more than 65% of the deleted words correctly in a simple text. That is why Dubay (2004) categorizes the independent reading level or extensive reading falls in the score between 50% and 60%. The result of the cloze readability test shows the percentage of the mean score of the test is 58.48%. This result indicates that the mean score belongs to the independent level based on Dubay's table of reading level categorization. The result from the cloze test is in line with the results from the analysis by FI and FRF. This indicates that generally, the texts are easy, appropriate, and readable for grade VIII students of junior high school to read independently.

The two measurements of readability level above have their strength and weaknesses. The readability formula is considered to have more weaknesses than the cloze readability test. Pikulski (2002) believes that the readability formula certainly does not come to grip with the enormous complexity of readability. This technique does not take into consideration readers in processing the text. That is the reason this technique is considered as inaccurate measurements. However, a readability formula is relatively easy to calculate and have some general ability to broadly predict text difficulty. For this reason, a readability formula has some practicality to predict the

readability level of texts. However, they should not be regarded as precise measurements.

According to Alderson (2000), a cloze readability test is considered as an accurate measurement because it involves readers processing texts. However, many studies have suggested that there is high correlations between readability as measured by readability formula, and readability as measured by cloze procedure (Alderson, 2000). The result of this study strengthens this theory. Based on the findings of this study, the readability level of the texts gives the same indication even when it is calculated by three different techniques, FI, FRF, and cloze tests. All the measurements indicate that the texts are readable enough for the target students.

The findings in this study give important information to the teachers and the authors of English textbooks on the way how to select and provide good reading materials which are appropriate with the students' level. Bad materials can cause a detrimental effect to students' fluency, interest and motivation (Westwood, 2001). The teacher has to be able to select appropriate reading materials for students so that they can succeed academically (Ehlers-Zavala, 2008).



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

There are mainly three parts that will be discussed in this chapter. They are conclusions of the research, implications from the research findings, and suggestions from the researcher to the related parties based on the research that has been implemented. Below is further explanation about those parts

#### **A. Conclusions**

Based on the research findings and the interpretation of the data in the previous chapter, there are three conclusions that can be drawn from the research.

1. The readability level of the three representative texts from the textbook shows a high readability level when analyzed using Fog Index (FI) which is at grade level 7. This is in accordance with the ideal grade level proposed by Jacobs and Renandya (2002: 297). The ideal grade level for grade VIII students is at grade level 6, 7, 8, or 9. It can be concluded that based on FI, the texts are readable for grade VIII students of SMP N 1 Jetis, Bantul in the academic year of 2014/2015.
2. The readability level of the three representative texts from the textbook shows a high readability level when analyzed by Fry Readability Formula (FRF) which is at grade level 6. This is in accordance with the ideal grade

level proposed by Jacobs and Renandya (2002: 297). The ideal grade level for grade VIII students is at grade level 6, 7, 8, or 9. It can be concluded that based on FRF, the texts are readable for grade VIII students of SMP N 1 Jetis, Bantul in the academic year of 2014/2015.

3. The readability level of the three representative texts from the textbook based on the cloze test shows that the texts are at the independent level for the target students. It based on the percentage of the mean score of the students, which is 58.48%. This is in accordance to the reading level categorization proposed by Dubay (2004). It can be concluded that based on cloze test, the texts are at the independent level for grade VIII students of SMP N 1 Jetis Bantul in the academic year of 2014/2015.

## **B. Implications**

On the basis of the research findings and discussion, there are some implications that can be drawn. They are as follows.

1. The texts from the textbook are appropriate and readable for the target students in the grade VIII of SMP N 1 Jetis, Bantul in the academic year of 2014/2015. The grade level of the texts indicates that the texts have the right readability level for the target students to help them improve their reading comprehension.
2. There is a high correlation between readability as measured by the readability formula and readability as measured by the cloze test.

### **C. Suggestions**

Based on the reserch findings, there are some suggestions which can be recommended.

#### **1. Teachers**

It is strongly recommended that teachers understand readability level of reading materials and know whether the reading materials given to their students are appropriate for them. Teachers should evaluate the students' reading materials to match their current proficiency level. The appropriate reading materials can help the students to improve their reading competence.

#### **2. Writers of Textbooks**

The writers should give more concern about the readability level of the reading materials in the textbooks that they write. They should match the readability level of the reading materials to the target students. It is better if the writers can provide information about the readability level of each text in the textbooks.

#### **3. Other Researchers**

Knowledge about readability level of reading materials that match students' proficiency level is very important. However, study about this matter is still rare. It is strongly recommended for other researchers to conduct similar studies to enhance the knowledge about this matter.

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# **Appendix A**

## **Research Instruments**

### Cloze Tests

Name \_\_\_\_\_ :

Class/Number :

**Read the texts carefully. Then, complete the blanks with the suitable words from the box.**

#### Text 1

#### The Sea Eagle



There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It (1)\_\_\_\_\_ a sea eagle.

The color of its (2)\_\_\_\_\_ is light brown. It has a (3)\_\_\_\_\_ and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea

but sometimes (4)\_\_\_\_\_ hunts chickens and small birds.

(5)\_\_\_\_\_ have many sizes, shapes, and colors, but the sea eagle is (6)\_\_\_\_\_ to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as (7)\_\_\_\_\_. This means that they are of little use for anything except flying. It (8)\_\_\_\_\_ on two legs and has a very flexible neck and strong beak to handle (9)\_\_\_\_\_, to care for its feathers, and for many other jobs that non-flying (10)\_\_\_\_\_ do with paws, claws, or hands on their forelimbs.

*(English in Focus (for grade VIII), 2008)*

strong	wings	feathers	walks	was	foods
animals	easy	eagles	it	were	fur



## Text 2

Last Saturday I woke up early, but I didn't get up because there was no school. (11)\_\_\_\_\_, my telephone rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She (12)\_\_\_\_\_ to buy something in traditional market.

Finally, we (13)\_\_\_\_\_ out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a (14)\_\_\_\_\_ of a four nights tour to Lombok !! The expired date was (15)\_\_\_\_\_ day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just (16)\_\_\_\_\_ from the sky and it was there for us.

(17)\_\_\_\_\_ were in hurried to the address of the tour agency that issued the coupon. The tour agency (18)\_\_\_\_\_ care of everything. We went home and still (19)\_\_\_\_\_ believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" (20)\_\_\_\_\_. We also bought some presents for our family and friends.

*(English in Focus (for grade VIII), 2008)*

took	fell	not	happily
were	receipt	could not	wanted
receive	we	that	suddenly

### Text 3

#### The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by (21)\_\_\_\_\_ master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he (22)\_\_\_\_\_ his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find (23)\_\_\_\_\_ beating the clown badly.

“Leave him alone at once!” he (24)\_\_\_\_\_. “Why are you beating (25)\_\_\_\_\_?”

“We found him sitting on (26)\_\_\_\_\_, O majesty!” the captain of the guards explained.

“Out of my sight!” commanded (27)\_\_\_\_\_. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even (28)\_\_\_\_\_ the guards had left.

“Stop it! Said the irritated Caliph. “You’re still in one piece, aren’t you?”

“I’m not (29)\_\_\_\_\_ for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in (30)\_\_\_\_\_.

“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

*(English in Focus (for grade VIII), 2008)*

the guards

him

the caliph

his

crying

before

after

ordered

walked

surprise

your throne

heard

# **Appendix B**

## **Validity and Reliability**

## Item Analysis

Student	Item						
	1	2	3	4	5	6	7
1	1	1	1	1	1	0	1
2	1	0	1	0	1	1	1
3	0	1	1	0	0	1	0
4	0	0	1	0	0	0	0
5	1	1	1	0	0	1	1
6	1	0	0	1	0	1	1
7	1	0	0	1	1	0	0
8	1	0	1	1	1	1	1
9	1	1	1	0	0	0	1
10	1	0	1	1	1	1	1
11	1	1	1	0	1	1	0
12	1	0	1	1	1	1	1
13	0	0	1	0	1	0	0
14	0	1	1	0	0	0	1
15	1	0	1	1	0	1	0
16	1	0	0	1	1	0	1
17	1	0	1	1	1	1	1
18	1	1	1	1	1	1	1
19	1	0	1	1	1	1	1
20	0	0	1	0	0	0	0
21	1	0	0	1	1	0	0
22	0	1	0	0	0	0	0
23	1	0	1	1	1	1	1
24	1	0	1	1	1	1	1
25	0	1	1	0	1	0	0
26	0	1	0	0	0	1	0
27	1	1	0	0	0	0	0
28	1	0	1	1	1	1	1
29	0	0	1	0	0	0	0
30	1	0	1	1	1	1	1
Np	21	11	23	16	18	17	17
p	0,7	0,366667	0,766667	0,533333	0,6	0,566667	0,566667
q	0,3	0,633333	0,233333	0,466667	0,4	0,433333	0,433333
pq	0,21	0,232222	0,178889	0,248889	0,24	0,245556	0,245556
r pbi	0,812312	-0,23547	0,372506	0,631614	0,588216	0,59635	0,843456
Decision	valid	not valid	valid	valid	valid	valid	valid
Var tot	68,9931						
Sigma pq	6,802222						
n	30						
n-1	29						
KR-20	0,93249						
Decision	reliable						

### Item Analysis

[illegible]

## Item Analysis

Item							
16	17	18	19	20	21	22	23
0	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0
0	0	0	1	0	1	0	0
1	1	1	1	1	1	1	1
1	1	1	1	0	1	0	1
1	0	1	0	0	1	0	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1
0	0	0	0	1	0	0	0
0	0	0	0	1	1	0	1
0	1	1	1	1	0	1	0
1	1	1	1	0	1	1	1
1	1	1	0	1	0	1	0
1	1	0	1	1	1	0	1
0	0	0	0	0	0	1	0
0	0	0	0	0	1	0	1
0	0	0	1	1	0	0	0
1	1	1	1	0	0	0	0
1	1	1	1	1	1	0	1
0	1	0	0	1	0	0	0
0	0	1	1	0	0	0	0
0	0	0	0	1	0	0	0
1	1	1	1	0	1	1	1
0	0	0	0	1	1	0	0
1	1	1	1	0	1	1	1
0	0	0	0	1	1	0	0
1	1	1	1	0	1	1	1
17	19	19	20	19	20	13	18
0,566667	0,633333	0,633333	0,666667	0,633333	0,666667	0,433333	0,6
0,433333	0,366667	0,366667	0,333333	0,366667	0,333333	0,566667	0,4
0,245556	0,232222	0,232222	0,222222	0,232222	0,222222	0,245556	0,24
0,826983	0,887661	0,75214	0,614755	0,286287	0,597438	0,58976	0,754849
valid	valid	valid	valid	not valid	valid	valid	valid

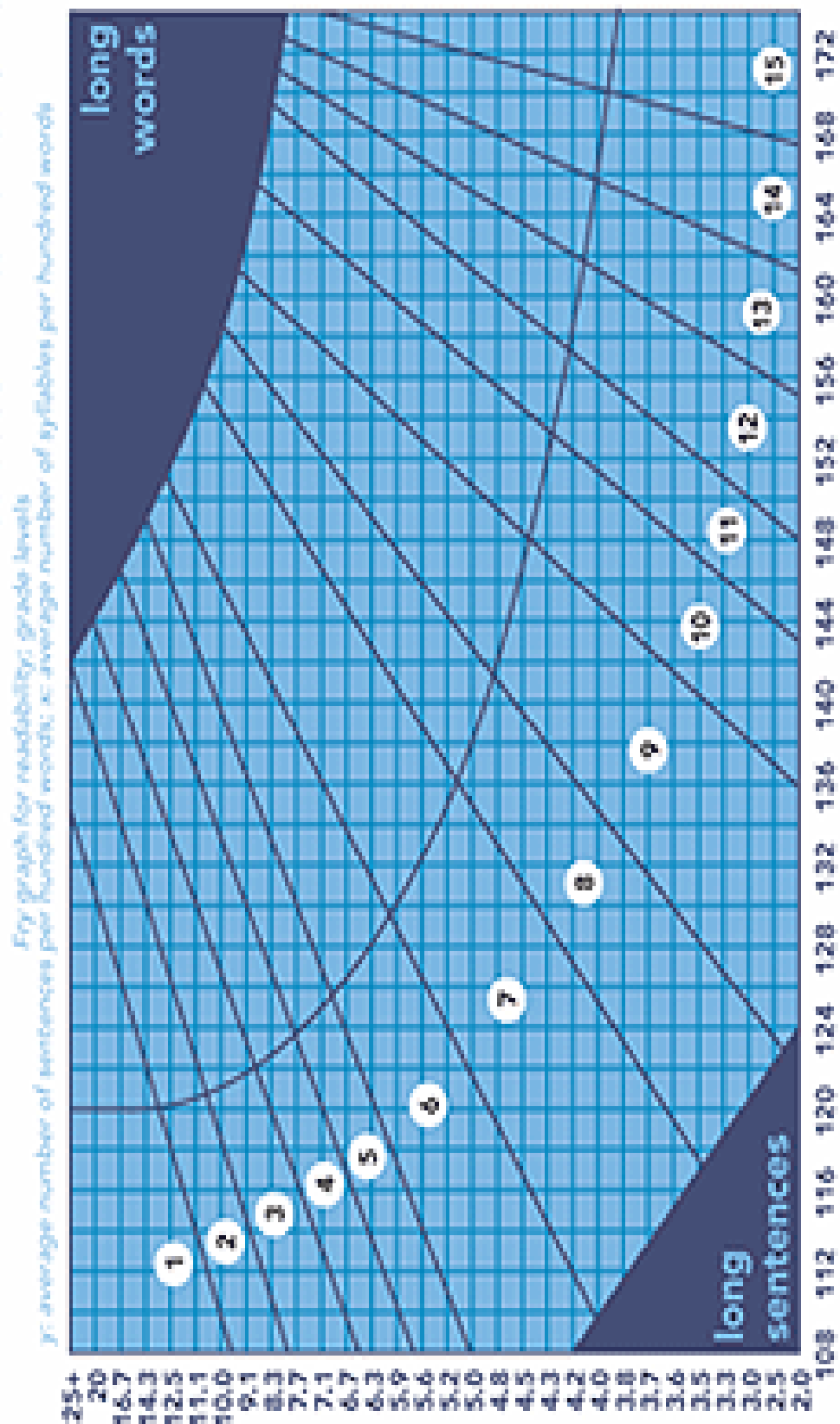
### Item Analysis

[illegible]

# **Appendix C**

## **The Readability Graph**





# **Appendix D**

## **Data Analysis**

**Statistics**

Score		
N	Valid	147
	Missing	0
	Mean	15.7891
	Median	15.0000
	Mode	14.00
	Std. Deviation	5.06429
	Variance	25.647
	Range	20.00
	Minimum	6.00
	Maximum	26.00

Score				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	2	1.4	1.4
	7.00	3	2.0	3.4
	8.00	5	3.4	6.8
	9.00	6	4.1	10.9
	10.00	8	5.4	16.3
	11.00	9	6.1	22.4
	12.00	10	6.8	29.3
	13.00	11	7.5	36.7
	14.00	13	8.8	45.6
	15.00	9	6.1	51.7
	16.00	8	5.4	57.1
	17.00	9	6.1	63.3
	18.00	7	4.8	68.0
	19.00	8	5.4	73.5
	20.00	7	4.8	78.2
	21.00	7	4.8	83.0
	22.00	6	4.1	87.1
	23.00	7	4.8	91.8
	24.00	5	3.4	95.2
	25.00	6	4.1	99.3
	26.00	1	.7	100.0
Total	147	100.0	100.0	

Statistics

		Text 1	Text 2	Text 3
N	Valid	147	147	147
	Missing	0	0	0
Mean		5.3197	5.0544	5.3878
Median		5.0000	5.0000	5.0000
Mode		4.00	5.00	4.00
Std. Deviation		2.06400	1.78572	2.02196
Variance		4.260	3.189	4.088
Range		7.00	8.00	8.00
Minimum		2.00	1.00	1.00
Maximum		9.00	9.00	9.00

Text 1

	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	9	6.1	6.1	6.1
3.00	21	14.3	14.3	20.4
4.00	35	23.8	23.8	44.2
5.00	20	13.6	13.6	57.8
Valid 6.00	16	10.9	10.9	68.7
7.00	14	9.5	9.5	78.2
8.00	21	14.3	14.3	92.5
9.00	11	7.5	7.5	100.0
Total	147	100.0	100.0	

Text 2

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	3	2.0	2.0	2.0
2.00	7	4.8	4.8	6.8
3.00	18	12.2	12.2	19.0
4.00	28	19.0	19.0	38.1
5.00	35	23.8	23.8	61.9
6.00	27	18.4	18.4	80.3
7.00	15	10.2	10.2	90.5
8.00	8	5.4	5.4	95.9
9.00	6	4.1	4.1	100.0
Total	147	100.0	100.0	

Text 3

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	2	1.4	1.4	1.4
2.00	6	4.1	4.1	5.4
3.00	15	10.2	10.2	15.6
4.00	36	24.5	24.5	40.1
5.00	27	18.4	18.4	58.5
6.00	16	10.9	10.9	69.4
7.00	15	10.2	10.2	79.6
8.00	17	11.6	11.6	91.2
9.00	13	8.8	8.8	100.0
Total	147	100.0	100.0	

**Appendix E**

**Student's Answer Sheet and**

**Attendance List**

### Cloze Tests

Name \_\_\_\_\_ :

Class/Number :

**Read the texts carefully. Then, complete the blanks with the suitable words from the box.**

#### Text 1

#### The Sea Eagle



There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It (1)\_\_\_\_\_ a sea eagle.

The color of its (2)\_\_\_\_\_ is light brown. It has a (3)\_\_\_\_\_ and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea

but sometimes (4)\_\_\_\_\_ hunts chickens and small birds.

(5)\_\_\_\_\_ have many sizes, shapes, and colors, but the sea eagle is (6)\_\_\_\_\_ to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as (7)\_\_\_\_\_. This means that they are of little use for anything except flying. It (8)\_\_\_\_\_ on two legs and has a very flexible neck and strong beak to handle (9)\_\_\_\_\_, to care for its feathers, and for many other jobs that non-flying (10)\_\_\_\_\_ do with paws, claws, or hands on their forelimbs.

*(English in Focus (for grade VIII), 2008)*

strong	wings	feathers	walks	was	foods
animals	easy	eagles	it	were	fur

## Text 2

Last Saturday I woke up early, but I didn't get up because there was no school. (11)\_\_\_\_\_, my telephone rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She (12)\_\_\_\_\_ to buy something in traditional market.

Finally, we (13)\_\_\_\_\_ out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a (14)\_\_\_\_\_ of a four nights tour to Lombok !! The expired date was (15)\_\_\_\_\_ day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just (16)\_\_\_\_\_ from the sky and it was there for us.

(17)\_\_\_\_\_ were in hurried to the address of the tour agency that issued the coupon. The tour agency (18)\_\_\_\_\_ care of everything. We went home and still (19)\_\_\_\_\_ believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" (20)\_\_\_\_\_. We also bought some presents for our family and friends.

*(English in Focus (for grade VIII), 2008)*

took

fell

not

happily

were

receipt

could not

wanted

receive

we

that

suddenly



### Text 3

#### The Caliph and the Clown

The Caliph of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by (21)\_\_\_\_\_ master that everyone at court showed him great respect. And so the Caliph was much surprised one day when he (22)\_\_\_\_\_ his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find (23)\_\_\_\_\_ beating the clown badly.

“Leave him alone at once!” he (24)\_\_\_\_\_. “Why are you beating (25)\_\_\_\_\_?”

“We found him sitting on (26)\_\_\_\_\_, O majesty!” the captain of the guards explained.

“Out of my sight!” commanded (27)\_\_\_\_\_. “For sure the jester did not do it with the intention of offending me.”

The clown, however, continued to weep and wail even (28)\_\_\_\_\_ the guards had left.

“Stop it! Said the irritated Caliph. “You’re still in one piece, aren’t you?

“I’m not (29)\_\_\_\_\_ for myself, my lord, I weep for you,” the clown explained.

“For me?” exclaimed the Caliph in (30)\_\_\_\_\_.

“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”

*(English in Focus (for grade VIII), 2008)*

the guards

him

the caliph

his

crying

before

after

ordered

walked

surprise

your throne































heard

# PRESENSI CLOZE TEST

Waktu Pelaksanaan : Selasa, 15 Juli 2019

Kelas : VIII A

Jumlah Siswa : 30

No.	Nama	Tanda Tangan
1.	ACHMAD GUNADI	
2.	Agnies Viandra Luth Intan	
3.	AHMAD Sodri B	
4.	ALVIAN DIRGANTORO	
5.	AQILLA TAUHIDTA ARLA PUTRI	
6.	Astri Meliana Yulfani	
7.	Ayu Kurnando Rahma Yulianti	
8.	Dara Sinta Amelia Nasution	
9.	Doni Setiawan	
10.	Erlita Candra Dewi	
11.	Erma Tri Aswiti	
12.	Irma Nuraini	
13.	Jayony Nur Prakeswari	
14.	Kurniawan M.F	
15.	Maulana Fajri	
16.	M. Ilham Irawan	
17.	M. Miftahul Amin	
18.	M. Rahardyan	
19.	Nimas Ayu Muti'ah	
20.	Prastiwi	
21.	Puji Kurnawati	
22.	Rahmawati	
23.	Ratih Handayani	
24.	Rizwan Wibowo	
25.	Rini Yuli Saputri	
26.	RISNA SARI GUPITA	
27.	Tiara Khairunnisa	
28.	TRI PUJI RAHAYU	
29.	Usman Nugroho	
30.	Wisnu Puji	

# PRESENSI CLOZE TEST

Waktu Pelaksanaan : Rabu, 16 Juli 2014

Kelas : VIII B

55781

Jumlah Siswa : 29































No.	Nama	Tanda Tangan
1.	Abela Cahaya Devi	
2.	Achmad Haisal. H	
3.	Adam Nur Cahya	
4.	ADITYA WICAKSONO	
5.	Agung Wonna Seputra	
6.	Atiqah Yandarsih	
7.	Dian Marita Kusuma Pangestuningrum	
8.	Dimpas Adi Wijaya	
9.	Endang Retna Wati	
10.	ETIKA ZOHRA Ningtias.	
11.	————— " ————— Sakit	
12.	Febrian Dinar Jati	
13.	Hajar Kusuma Dewi	
14.	HaniF Wahyudi	
15.	Ikhsan Fajar Hardanta	
16.	Ivan Rini Setyadi	
17.	Jethania Entira	
18.	Karina Nabila Sari	
19.	Luqman Rizalludin	
20.	Miftakhul Fajariyanto	
21.	M. Dwi Riswanto	
22.	Muhammad Dimas Prakoso	
23.	Nurafni Putri	
24.	RAIS ILHAM N.	
25.	Ravel and Petra XBAR T	
26.	Reva Nur Camilla Rany	
27.	Risma Ayu Harganti	
28.	Risqi Nurdian Toro	
29.	Wiwiek Anggraini	
30.	Yuliana wati	

# PRESENSI CLOZE TEST

Waktu Pelaksanaan : Rabu, 16 Juli 2019

Kelas : VIII C

Jumlah Siswa : 30











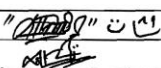











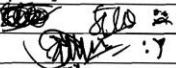







No.	Nama	Tanda Tangan
1.	Alfianda Rizky Pustaram	
2.	Ardian Husnan M	
3.	Ary Esa Widyawati	
4.	Atika Indah Andriani	
5.	Azirah Azifatun Aulia	
6.	Desi Rahmawati	
7.	Devi Anggraeni	
8.	Dhany Sulistyoff	
9.	Estu Gustari	
10.	Ika Nur Aripah.	
11.	Julianto Wibowo	
12.	Larasati Mulia Jati Palupi	
13.	Liana Pehrianti	
14.	Linda Febri Astuti	
15.	Mahyda Aulia - PK Khoirunnisa	
16.	Maulana Muhammad	
17.	Muhamad Ikhsan	
18.	Muhamad Ridwan Maulana	
19.	Muhammad Taufik S	
20.	Novia Giardana	
21.	Rahma Gusniyazari	
22.	Risma Sari Puspita	
23.	RIZKI BUDIARTO	
24.	Rumi Rayhan Pakezi	
25.	Saca Salsami	
26.	Santi Setia Wati	
27.	Saraswati	
28.	Syafira Apriliani	
29.	Wahyu Emilia	
30.	Yuliana Dwi Nur Hasanah	

### PRESENSI CLOZE TEST

Waktu Pelaksanaan : Selasa, 15 Juli 2019

Kelas : VIII D

Jumlah Siswa : 30





























No.	Nama	Tanda Tangan
1.	Afrizal Pangestu	
2.	Agung Pratama	
3.	Ahmad Fazarudin	
4.	Aisyiah Noviani	
5.	Anggraini Nur SAFETI	
6.	Andhacarya Antoni	
7.	Artha Putra Adi e	
8.	Aulia Oktaviona	
9.	Bagas Maviona A	
10.	Brian Primananda	
11.	Daya Putri Eucumawardani ..... :)	
12.	Desi Rahmawati	
13.	Devika Evani Rana Putri .... :)	
14.	Dhani Tri Hidayat	
15.	Erica Umayu Sari	
16.	ERLINA	
17.	Fenni Aprilliani	
18.	Harung Sabrina Estuza	
19.	Ike Atri Anes	
20.	Larini Pesta Pratiwi	
21.	Laylie Rahmawati	
22.	Lona Agesta Maharani .... :)	
23.	Muh. Filo Adi Wijaya	
24.	Natasya Gradiana Kaulika	
25.	Nurianto	
26.	Rahma Rustiani	
27.	Ratih Ayu Wafiroh	
28.	Septa Anggara	
29.	Trio Giovan	
30.	Yaskun Amalda Kurnia	

# PRESENSI CLOZE TEST

Waktu Pelaksanaan : Rabu, 16 Juli 2019

Kelas : VIII<sup>E</sup>

Jumlah Siswa : 28

No.	Nama	Tanda Tangan
1.	AFIFAH NUR AINI	
2.	AKHMAT RIYANDI	
3.	Anggie Rachmadiana	
4.	ADIEF TRI NUSRAHA	
5.	Anf Wicaksono Prasetyo	
6.	Ayu Riski RAHMADHANTI	
7.	Bakhtiar Alpaahan	
8.	Banu Galsiyo Nugroho	
9.	Denita Methian	
10.	Dewi Oktavia	
11.	Dyah PENAWATI	
12.	ENJELLI ALI HALIM	
13.	FALAH IBNU SINA	
14.	FAZA CHUMAIDA	
15.	Galan Uabriantero	
16.	Habib Ar-Razaq	
17.	Herninda Anugrah	
18.	IKSAN SAPUTRO	
19.	Izzihar Azzahra	
20.	Kurnia Fajar Utami	
21.	MUHAMMAD AGUS WIDIYANTO	
22.	Muhammad Rizal Prabawa	
23.	Oktafiani	
24.	Sensa Galih Ramdani	
25.	Septian Qwini Krisnanda	
26.	VERA PRASTITA RAHAULI	
27.	Widia Nina Restina	
28.	Yusuf ardianto tri Saputra	
29.		
30.		

# **Appendix F**

## **Letter of Consents**



PEMERINTAH KABUPATEN BANTUL  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 JETIS BANTUL  
Alamat : Jl. Imogiri Km 11 Jetis Bantul Kode Pos 55781  
Telpon (0274) 6994216 e-mail : [smp1jetisbantul@yahoo.co.id](mailto:smp1jetisbantul@yahoo.co.id)

### **SURAT KETERANGAN**

Nomor : 420 / 244 / 2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 1 Jetis Kabupaten Bantul Propinsi Daerah Istimewa Yogyakarta, menerangkan dengan sesungguhnya bahwa :

N a m a : NURAINI INDAH BUDIARTI  
N I M : 07202244108  
Jurusan / Prodi : Pendidikan Bahasa Inggris  
Jenjang : Strata Satu (S1)  
Universitas : Universitas Negeri Yogyakarta.

Benar-benar telah melaksanakan penelitian tugas akhir Skripsi dengan judul : "THE READABILITY LEVEL OF ENGLISH READING TEXTS FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 1 JETIS BANTUL IN THE ACADEMIC YEAR OF 2014/2015". Pada bulan Juli 2014 bertempat di SMP Negeri 1 Jetis Bantul.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jetis, 17 September 2014  
Kepala Sekolah  
  
RINI FAIFRIYATI, M.Pd.  
NIP.19590627 198103 2 005  






KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 308/UN.34.12/DT/VI/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

23 Juni 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta  
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**READABILITY LEVEL OF ENGLISH READING TEXTS FOR EIGHTH GRADE STUDENTS OF SMP NEGERI I JETIS BANTUL IN THE ACADEMIC YEAR OF 2014/2015**

Mahasiswa dimaksud adalah :

Nama : NURAINI INDAH BUDIARTI  
NIM : 07202244108  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Juli – September 2014  
Lokasi Penelitian : SMP Negeri I Jetis Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kastubha Pendidikan FBS,  
  
Indah Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMP Negeri I Jetis Bantul

Perijinan Penelitian

<http://adbang.jogjaprov.go.id/izin/public/index.php/pzn/izin/print/id/9a...>

operator2@yahoo.com



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA**  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/530.6/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS**  
 Tanggal : **23 JUNI 2014**

Nomor : **308/UN.34.12/DT/VI/2014**  
 Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NURAINI INDAH BUDIARTI** NIP/NIM : **07202244108**  
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
 Judul : **READABILITY LEVEL OF ENGLISH READING TEXTS FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 1 JETIS BANTUL IN THE ACADEMIC YEAR OF 2014/2015**  
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
 Waktu : **25 JUNI 2014 s/d 25 SEPTEMBER 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/izin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan izin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap instansi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
 Pada tanggal **25 JUNI 2014**

A.n Sekretaris Daerah  
 Asisten Perekonomian dan Pembangunan  
 Ub.

Kepala Biro Administrasi Pembangunan



Handar Susilowati, SH  
 NIP. 19860120 198503 2 003

**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: [bappeda.bantulkab.go.id](http://bappeda.bantulkab.go.id) Webmail: [bappeda@bantulkab.go.id](mailto:bappeda@bantulkab.go.id)

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / Reg / 2413 / S1 / 2014**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/530/6/2014  
Tanggal : 25 juni 2014 Perihal : Ijin Penelitian

**Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;  
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**

Nama	:	<b>NURAINI INDAH BUDIARTI</b>
P. T / Alamat	:	<b>Fak Bahasa Dan Seni ,Pendidikan Bahasa Inggris UNY</b>
NIP/NIM/No. KTP	:	<b>07202244108</b>
Tema/Judul Kegiatan	:	<b>READIBILITY LEVEL OF ENGLISH READING TEXTS FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 1 JETIS BANTUL IN THE ACADEMIC YEAR OF 2014/2015</b>
Lokasi	:	<b>SMP NEGERI 1 JETIS</b>
Waktu	:	<b>25 Juni s.d 25 September 2014</b>

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul.